



USAID | **ETHIOPIA**
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READING FOR ETHIOPIA'S ACHIEVEMENT DEVELOPED MONITORING AND EVALUATION (READ M&E)

Quarterly Report



Reading for Ethiopia's Achievement Developed

Monitoring and Evaluation (READ M&E)

Quarterly Report

2016 Quarter 3: July 1 – September 30, 2016

Submitted to:

U.S. Agency for International Development/Ethiopia

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Prepared by:

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Under Contract No. AID-663-C-15-00001

Photo credit: Dr. Jordene Hale

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I. DEC REQUIREMENTS

a.	USAID Award Number	Contract No. AID-663-C-15-00001
b.	USAID Objective Titles	USAID/Ethiopia Country Development Cooperation Strategy Development Objective: Improved Learning Outcomes USAID/Ethiopia Education Strategy Intermediate Result 1: Increased achievement in basic education, particularly in reading USAID Global Education Strategy Objective 1: Improved reading skills for 100 million children in primary grades by 2015
c.	USAID Project Title	USAID Reading for Ethiopia's Achievement Developed Monitoring and Evaluation (READ M&E)
d.	USAID Program Area and Program Element	Education (program area 3.2) Basic Education (program element 3.2.1)
e.	Descriptive Title	Quarterly Report 2016 Quarter 3: July 1 – September 30, 2016
f.	Author Names(s)	Jordene Hale
g.	Contractor Name	American Institutes for Research 1000 Thomas Jefferson Street, NW Washington, DC 20007
h.	Sponsoring USAID Operating Unit and COR	USAID/Ethiopia Marc Bonnenfant, COR
i.	Date of Publication	December 15, 2016
j.	Language of Document	English

2. PROGRAM OVERVIEW/SUMMARY

Program Name:	USAID Reading for Ethiopia's Achievement Developed Monitoring and Evaluation (READ M&E)
Activity Start Date And End Date:	January 1, 2015 to December 31, 2019
Name of Prime Implementing Partner:	American Institutes for Research 1000 Thomas Jefferson Street, NW Washington, DC 20007
Contract Number:	Contract No. AID-663-C-15-00001
Reporting Period:	Year 2, Q3: July 1- September, 30, 2016

2.1 Program/Activity Description/Introduction

The Reading for Ethiopia's Achievement Developed Monitoring and Evaluation (READ M&E) project is a 5-year U.S. Agency for International Development (USAID)-supported activity implemented by American Institutes for Research (AIR). READ M&E is one of four READ projects on early grade reading launched by USAID Ethiopia. READ M&E focuses on monitoring and evaluating of early grade reading as well as the M&E needs of the overall USAID READ program. The project works closely in partnership with the Ethiopian Ministry of Education (MoE) and the National Educational Assessment and Examinations Agency (NEAEA). The project also works in collaboration with regional state education bureaus (RSEBs) and city administration education bureaus (CAEBs).

READ M&E tracks progress and measures the performance and impact of key interventions supported by USAID through a) regular monitoring of READ projects to determine if implementation is on track and if outputs are leading to results and b) evaluating READ projects at defined intervals to gauge the results. These efforts provide information to USAID and other stakeholders, including the federal MOE, the NEAEA, RSEBs, and CAEBs, about how combined investments across the READ projects are producing the desired changes and how implementation can be improved.

The objectives of READ M&E are to:

1. Assess student learning progress by analyzing and synthesizing nationally representative EGRA data collected for seven local languages; collecting additional EGRA data annually to show reading skill gains for seven local languages; and collecting nationally representative EGRA baseline data for English
2. Support NLAs at grades 4 and 8 for reading, comprehension, and writing aligned to the new national reading curriculum developed through the READ TA program
3. Support continuous assessment in schools
4. Monitor the performance of USAID's READ projects as well as other key projects related to the READ program, and conduct midterm and final evaluations of the three READ projects and of other projects that may take over or add to any of the major functions of these READ projects
5. Conduct impact evaluations and research studies on issues aligned with USAID's global- and mission-level learning agendas that relate to the evolving needs of the READ program and related key projects.



Figure 1: Teacher and students from Debra Birhan

2.2 Summary of Results to Date-Quarterly Report

Standard Indicators	Baseline	Annual Target	Q1 FY16	Q2 FY16	Q3 FY16	Q4 FY16	Annual Performance Achieved to the End of Reporting Period (%)	On Target Y/N
3.2.1 – 34 Number of standardized learning assessments supported by USG	N/A	1 (Early Grade Reading Assessment in 7 Mother Tongues in 5 regions)	0	1 assessment t (13,475 children)	0			Yes
3.2.1-3 Number of administrators and officials successfully trained with USG support	N/A	N/A	0	165 data collectors trained on EGRA	15 RSEB, MOE, and CTEs			Yes

Note: The Results Performance Column depicts level of achievement expressed as a percentage of Actual versus Planned.

2.3 Summary of Results to Date-Annual Report

Standard Indicators	Baseline	Actual prior year (if applicable)	Annual Target	Annual Actual	Out-Year 1 Target (2017)	Out-Year 2 Target (2018)	Annual Performance Achieved to the End of Reporting Period (%)	On Target Y/N
3.2.1 – 34 Number of standardized learning assessments supported by USG	N/A		1 (Early Grade Reading Assessment in 7 Mother Tongues in 5 regions)	1	0	1	100%	Yes
3.2.1-3 Number of administrators and officials successfully trained with USG support	N/A		N/A	180				Yes

3. ACTIVITY IMPLEMENTATION PROGRESS

3.1 Progress Narrative

From July-September, 2016, READ M&E conducted a materials development workshop with teachers and administrators for Formative Continuous Assessment (FCA), performed the Annual Data Assessment exercise (ADA), and analyzed the data from the Early Grade Reading Assessment (EGRA) administered in May. During this period, READ M&E delivered a presentation at The Working Group (TWG) meeting.

These diverse activities were accomplished with the assistance and support from directorates in the Ministry of Education including the National Educational Assessment and Examination Agency (NEAEA), Planning Directorate, and the Directorate of Curriculum Development and Implementation. The READ M&E team works closely with these coordinating bodies to ensure that our work is of the highest quality and meets the needs of the Ethiopian people.

Further details on these activities, challenges, and lessons learned are provided in the following sections.

3.2 Implementation Status

3.2.1 Key Dimensions to EGRA 2016 Analysis:

New Data Collection Methods

The team is pleased to report that all EGRA was collected and analyzed in 2016 using electronic tablets (with Tangerine software) which allowed for a smooth and efficient data collection. For more details on the collection methods, see the full EGRA report.

Equating the 2014 and 2016 EGRA tools

To establish the comparability between the 2014 and 2016 Oral Reading Fluency (ORF) subtasks, READ M&E conducted a small research project within the 2016 data collection. The study employed a common-persons research design, which is a recommended research paradigm for equating between EGRA forms. In this design, the same pupils sit for more than one version of the assessment forms. The rationale of common-persons design lies in that the pupils who sit for two sets of data collected by two different forms of the instrument have the same underlying distribution of ability. Thus, any difference between the results collected from these two instruments can be attributed to the instrument characteristics rather than to student characteristics. The 2016 EGRA result required no statistical adjustment on the ORF subtask. For more details on this, see the full EGRA report.

Statistical Analyses

The team worked to ensure that all data analyses were conducted in accord with USAID standards and best practices (per the 2015 EGRA tool kit). EGRA score data were analyzed and reported by number of participants (frequency), mean score, and standard deviation. Results comparing performance across years were also reported where appropriate with equated test forms. Sampling weights were applied to mean score estimations to ensure adequate representation of all students by school size.

When sampling from a large population it is also important to assess for statistical significance of any observed differences in outcomes across subgroups or test years to determine with certainty whether or not those differences could be attributed to chance in our samples. We employed both independent sample t-tests (comparing mean of two groups) and ANOVA (comparing means of three or more groups) in order to determine whether or not observed differences were in fact statistically significant. The null hypothesis in all our estimations was of one “no difference” between compared groups. We noted whether or not these differences were statistically significant at the .05 level. With large sample sizes, statistical significance tests can sometimes indicate statistically significant differences where the practical meaning of that difference between groups is in fact negligible. Cohen’s d was estimated and reported when the mean score differences were, in fact, statistically significant. For more details on the methods employed in the data analyses, see the full EGRA report.

3.2.2. READ TA Mid-Term Evaluation

During the third quarter, READ M&E planned a dissemination workshop for the READ TA Mid-Term Evaluation. Unfortunately, the dissemination workshop was delayed several times due to external circumstances. READ M&E delivered bound copies of the report on October 10, 2016.

3.2.3. Formative Continuous Assessment (FCA)

The focus of the Formative Continuous Assessment (FCA) intervention is on the classroom teacher in grades 1-4 implementing the new Mother Tongue (MT) teaching methodology. READ M&E will assist teachers in using FCA to inform and revise their teaching through training and providing collaboratively developed tools and techniques. During this quarter, READ M&E conducted a FCA material development workshop from July 18-22, 2016 at Bishoftu-Bin International Hotel and planned the collaborative workshop to review protocols for material development with READ TA and READ CO.

FCA Materials Development Workshop

The purpose of the workshop was to explore and gather information to develop prototype FCA tools and techniques for teachers to use during classroom based mother tongue assessments and to get inputs for the upcoming FCA teacher training. READ M&E team made appropriate preparation for the FCA material development workshop for each day.

Participants: Fifty-six participants attended the workshop. More females participated than males (31 females to 25 males). To ensure that the correct people were able to come to the workshop, READ M&E staff visited all three RSEB and CTE offices. During these visits, READ M&E staff previewed the topics of the workshop and enlisted support for teachers, RSEB officials, CTE staff. The table below shows the participants by institution and gender.

Major activities prepared for the workshop include assessing prior knowledge using pre-survey questionnaire, introducing participants to:

- the “K-W-L chart” - KWL charts assess what participants a) know b) want to know and c) learned
- the 2014 EGRA results
- FCA needs assessment findings

A major goal of the workshop was to have teachers share their experience of implementing FCA in the classroom and to discuss what tools would be useful to them. To help participants dive into the assessment activities already part of the revised Mother Tongue textbooks and teacher’s guides, READ M&E created a series of guided questions:

Activities: Where are the activities in your Teachers Guides (TG)? What are the methods that the TG suggests? What are other activities that you could do with these tools?

Assessment: What skills do these activities assess? How could each of these tools be used for assessment? How would you record the assessment?

Modify lessons: How would you modify the lesson if the student’s did not understand it? What about advanced learners?

Design: How would you redesign these materials? How could you make this material from local materials?

Groups produce: Write the instructions for how to use this material for assessment.

READ M&E organized the training so that each session focused on a different type of assessment tool embedded in the MT curriculum. Tools included flashcards, graphic organizers, slates, reading and writing activities, and pocket charts. Participants prepared sample assessment tools that corresponded to a particular type of assessment activity. At the end of the workshop, READ M&E asked participants to rank the usefulness of the tools in the MT textbooks. The participants selected in order of importance 1) flashcards, 2) graphic organizers and 3) pocket charts 4) Students’ Progress Recording models. Therefore, READ M&E is planning to produce flashcards, graphic organizers, pocket charts, and students’ progress recording models as are best suited for assessment purposes.

The workshop provided insight into needed topics for the planned teacher training. One of the most interesting outcomes was the lack of fluency in understanding and applying the scope and sequence of skills in the reading process. The participants, teachers and administrators, had difficulty separating an activity from the skill that it assessed. Ultimately, READ M&E found that the difficulty was the lack of fluency with reading steps and discrete skills. Clearly, a review of reading skills and assessment activities will be a large part of the upcoming teacher training.

Material development

Through an open-bidding process READ M&E selected vendors to produce 1000 pocket charts, two types of flashcards, and five poster of different types of graphic organizers. All materials will be distributed during FCA training to be used in their respective schools.

Prior to producing the tools, READ M&E will engage with the two other READ Partner programs- READ CO and READ TA- to conduct a joint consultative workshop to create a protocol for designing classroom instructional and assessment tools.

The purpose of the workshop is to:

1. Create a protocol and set of criteria by which the creation of all instructional and assessment tools and materials will follow
2. Gather graphic designers, Ministry of Education representatives, RSEB representatives, curriculum consultants, FCA experts, and USAID together to finalize the design of flashcards and graphic organizers. The result will be camera-ready tools for production.
3. Have members from the Ministry of Education and the RSEBs (Amhara, Oromia, Tigray) validate the guidance documents developed

Following the joint consultative workshop, the READ projects will finalize and produce the tools necessary formative continuous assessment.

The workshop had been planned for September, however government official were not available until October. The workshop has been rescheduled for October 12-14, 2016.

3.2.4. Annual Data Assurance

One of the activities READ M&E carried out in this quarter is the second annual data assurance (ADA) for selected USAID partner organizations. READ M&E performs an ADA every year for selected USAID partners on selected indicators. The ADA is aimed at:

- Verifying the accuracy (validity, reliability, timeliness, precision and integrity) of the data reported to USAID in the 2015/16 fiscal year that extends October1, 2015 to September 30, 2016
- Assessing the data collection, management, and reporting system of the implementing partners (IPs) in the same fiscal year
- Assessing measures taken by the IPs based on the recommendations made on the first ADA if any
- Suggesting measures for further improvement

READ M&E revised the ADA 2015 data collection tool and obtained Institutional Review Board (IRB) research ethics approval. After this review and approval, READ M&E gathered qualitative and quantitative data from six USAID partner organizations (READ TA, READ CO, ANFEAE, Pro Pride, TDA, and Handicap International) from July 25 to September 7, 2016.

During data collection, the READ M&E team consulted the Performance Monitoring Plans (PMPs) of the IPs, interviewed 26 (25 males and one female) appropriate staff, reviewed documents, attendance, per diem and lodging payment sheets, observed materials produced, if any, and visited six randomly selected schools to spot check.

READ M&E gathered data on the following indicators:

- 3.2.1** Number of textbooks and learning materials developed
- 3.2.1-31** Number of teachers/ educators/ teaching assistants who successfully completed in-service training or received intensive coaching or mentoring with USG support
- 3.2.1-32** Number of teachers/educators/teaching assistants who successfully completed pre-service training with USG support
- 3.2.1-33** Number of textbooks and other teaching and learning materials (TLM) provided with USG assistance.
- 3.2.1-35** Number of learners receiving reading interventions at the primary level

As the indicators vary from one implementing partner to another, READ M&E analyzed the data gathered on an individual basis for each partner. READ M&E prepared a draft report for each IP and sent it to the HO for quality assurance in September. READ M&E will submit the final ADA report to USAID on or before October 15, 2016.

CLIN 3: Capacity-building

Formative Continuous Assessment

The formative continuous assessment material development workshop provided capacity building to two representatives from the Regional State Education Bureaus, three teachers from Colleges of Teacher Education, twenty-four teachers from three regions, and ten men from the MoE. MoE participants came from departments of planning, curriculum, Mother Tongue, and NEAEA. The roles and responsibilities of each type of participant were clearly spelled out the first day. The purpose of the workshop was to listen to teachers actual experiences and learn from them. In this way, teachers were empowered and officials were encouraged to learn from the teachers. A guiding sign read, “Honor teachers.”

M&E Community of Practice

The Community of Practice met on October 5; thus, details will be in next quarter’s report.

3.3 Implementation challenges

The inability to engage RSEBS and MoE for much of the quarter delayed progress and postponed events.

Registration of organization with Charities and Societies Administration

The registration of AIR and the READ M&E project with the Charities and Societies Administration (ChSA) remained a major focus of the project. The ChSA has not yet agreed to register the project to operate in Ethiopia. The ChSA determined that the READ M&E budget violates the requirement that administrative labor costs not exceed 30% of the total budget. The ChSA reached this conclusion after determining that research,

monitoring, and evaluation are “administrative” activities that do not provide special benefit or charitable work to the community (as stipulated by Ethiopian proclamation (621/2001 article 14(1)(2)(3)).

This non-registered status has ramifications on:

- **taxes** (the project must pay VAT)
- **financials** (the project cannot open a bank account)
- **staff** (all field staff are on a consulting agreement)
- **logistics** (the project must wire money to the field for payments to be made) and use third-party companies to provide conference organizations.

In March 2016, READ M&E received a verbal rejection from the ChSA in response to our resubmission. READ M&E is now working with our lawyer and USAID to review alternative paths of registration.

3.4 PMP Update

READ M&E submitted a revised PMP to USAID in June.

4. KEY ISSUE NARRATIVE

Working with local government officials is a vital part of development work. Much of READ M&E’s programmatic success can be tied to close collaboration with our government of Ethiopia partners, including RSEBs, MoE, teachers, principals, and CTE staff. Understanding the role each group plays in improving primary education in Ethiopia allows READ M&E to structure crosscutting dialogues and learning opportunities.

Working with our other READ implementing partners provides an opportunity to learn from each other. For the upcoming FCA Material Protocol development workshop, READ M&E has adapted protocol procedures, gender and inclusion checklists, and methodologies from our partners. Working together, we will be able to engage educational officials once instead of three separate times, thus saving valuable personnel and fiscal resources.

5. INTEGRATION OF CROSSCUTTING ISSUES AND USAID FORWARD PRIORITIES

4.1 Gender Equality and Female Empowerment

All READ M&E training and capacity-building activities are intentionally sensitive towards gender equality and female employment. For instance, thirty-one out of fifty-six participants of the FCA material development workshop conducted in this quarter were females. Furthermore, most of facilitators and trainers during the upcoming training of teachers on FCA will be female teachers.

4.6 Capacity Development

Capacity development is integrated throughout almost all READ M&E activities. This quarter's major activity-the FCA Materials Development Workshop -allowed for assistant READ M&E staff to lead sessions, officials (RSEB, MoE, and CTE) to learn to facilitate sessions, and for teachers to speak up in an official setting.

READ M&E will conducted exposure visits for fifteen NEAEA, RSEB, CAEB, and MOE officials and technical staff in early 2017. We are currently discussing possible topics and locations with USAID.

4.8 Science, Technology and Innovation Impacts

READ M&E met with imagine1day and CORE, two NGOs interested in building reading skills through the use of tablets. Although these NGOs are not officially part of the READ program, their contribution to the encouragement of reading in Ethiopia is commendable. As part of READ M&E's discussions around FCA, we had considered promoting the adoption of similar technological solutions but have decided that familiar resources would be more practical for the time being.

6. STAKEHOLDER PARTICIPATION AND INVOLVEMENT

READ M&E has been working in cooperation and collaboration with the Federal Ministry of Education and regional state education bureaus. The READ M& E project continues to enjoy a smooth and positive working relationship with partners and stakeholders.

The following table summarizes the key meetings that have taken place with partners:

Date	READ M&E Representative	Client or partner	Topic of meeting	Key decisions/outcomes
14 July 16	Dr. Jordene	READ CO	Collaboration	Understanding of objectives
15 July 16	Dr. Jordene	Seid Aman Imagine1day	Technology in Education	Continue discussion
3 Aug-16	Dr. Jordene & Ato Zewdu	USAID Ato Awoke Tilahun & W/ro Addis	DQA	READ M&E provided data for DQA
11-Aug-16	Ato Bonsa B	MoE, Ato Solomon Belayneh	Updating on the result of FCA findings	Updated results
15 Aug-16	Dr. Jordene	Ato Marc Bonnenfant & W/ro Addis USAID	Update on progress	Updated progress
18-Aug-16	Dr. Jordene & Ato Bonsa B	READ TA	Validation process of Flashcards	READ CO provides technical supports READ TA covers transportation and per-diem for the workshop READ M&E cover accommodation cost

Date	READ M&E Representative	Client or partner	Topic of meeting	Key decisions/outcomes
20-Aug-16	Ato Bonsa B.	READ CO, W/ro Belaynesh W, Meskerem M, Netsanet	On the preparation of Flashcards and Graphic organizers	Agreed to prepare criteria on how to prepare flashcards by professional Flashcards and graphic organizers to be prepared by illustrators hosted by READ CO Agreed on the number of participants on validation workshop
7-Sep-16	Dr. Solomon and Ato Daniel	READ CO Dr. Mark, Ato Girum	READ CO mid-term evaluation	The focus was on timeline and dates of execution
15-Sep-16	Ato Bonsa B. and W/ro Selam	READ CO, W/ro Belaynesh W, Ato Netsanet	The status of preparation of flashcards	Agreed to complete flashcards and Graphic Organizers on 19/09/16
21-Sep-16	Dr. Jordene and Dr. Solomon	Marc B., Martin, Addis and Tahir From USAID	TWG format ToR for TWG	Decided to revisit the culture and format of the TWG and READ M&E to conduct opinion survey with stakeholders
28-Sep-16	Dr. Jordene and Dr. Solomon	Dr. Stephen (READ TA) and Dr. Mark (READ CO)	FCA material criteria and protocol workshop	The joint workshop to be held on 12-14, October Draft agenda agreed upon Draft FCA tools to be validated for the workshop
29-Sep-16	Ato Bonsa B	MoE, Ato Solomon Belayneh	The status of FCA preparation for training	Discussed on focus areas of FCA training-on how to use flashcards and graphic organizers for assessment
29-Sept-16	Ato Bonsa B	MoE, Ato Solomon Belayneh	The status of FCA preparation for training	Discussed on focus areas of FCA training-on how to use flashcards and graphic organizers for assessment
29-Sept-16	Ato Lishan	NEAEA	Community of practice meeting	M&E staff invited to attend the community of practice meeting on "Theory of change"

7. MANAGEMENT AND ADMINISTRATIVE ISSUES

All field staff in Ethiopia remains temporarily classified as consultants pending registration of the project in Ethiopia. As noted above, non-registered status poses serious challenges to the project in terms of payment of taxes, cost and difficulty of hiring logistics firms to arrange activities, and limitations of staff retained as consultants. READ M&E continues to engage a local attorney in Addis Ababa to assist with registration of the project with the Charities and Societies Agency (ChSA). In the first quarter of 2016, READ M&E received a rejection from Ato Siraj at the ChSA. He cited that teachers and the MoE could not be beneficiaries and therefore the READ M&E budget did not meet the government requirement that 70% of the budget go directly to beneficiaries. READ M&E will not appeal this ruling. READ M&E is seeking alternative means of registration.

Staff Actions

Ato Mulatu, Deputy Chief of Party, Administration retired after a long career of public service. His gentle guidance is missed. W/ro Rahel Mekuria has been promoted from Finance Manager to Deputy Chief of Party for Administration. W/ro Feben Zenebe, Assistant Monitoring and Evaluation Expert moved to another NGO because of registration related concerns. W/ro Selam Wudu moved up from Data Clerk to Assistant Monitoring and Evaluation Expert.

READ M&E is searching for a new Data Clerk to fill the newly vacant position. The project expects to hire someone for the position in by early November.

Consultants and Subcontractors

As noted above, all field staff located in Ethiopia remain temporarily classified as consultants pending registration of the project in Ethiopia.

READ M&E hired two data entry clerks as temporary help to enter the paper data from the common-person design EGRA data. The two clerks worked for four days entering the data.

READ M&E continues to work with a local attorney in Addis Ababa to assist with registration of the project with the ChSA and to consult on human resources issues. Other individuals have been consulted on the registration process, but all efforts to date have been unsuccessful.

Logistics firms: READ M&E used one conference logistics firm in quarter 3 of 2016. Their service was outstanding.

International Travel

Zewdu Gebrekidan, Assessment Expert, worked with the DC-based home office assessment team from 18 July to 31 July 2016.

Travel during the previous quarter (July-September 2016)

Name	Beginning date	Ending date	Itinerary	Purpose
Mr. Zewdu Gebrekidan	18 July	31 July	Addis Ababa, Hawasa	Performed data analysis for EGRA in person with other AIR assessment experts

Travel during the upcoming quarter (October-December 2016)

Name	Beginning date	Ending date	Itinerary	Purpose
Mr. Bob Craft	October 13	October 15	Addis Ababa	Security briefing with staff
Mr. Jerrold Keilson	November 13	November 18	Addis Ababa	Meet with USAID, meet staff
Mr. Matthew Murray	November 7	November 16	Addis Ababa	Work with the team on the project work plan, financial projections and management, and reporting

Procurement

Because of VAT complications, some large equipment purchases such as a vehicle and additional office furniture is being delayed until registration is complete and tax-exempt status has been received.

Financial Report

Projected Expenditures through September 30, 2016

Date of Report: 10/10/2016

	A	B	C	D (B + C)	E (A - D)
Expense Category	Budget	Total Cumulative Expense- June 30, 2016	July 1 - September 30, 2016 Spent and Accrued	Total Cumulative September 30, 2016 Spent and Accrued	Total Remaining
CLIN1 – EGRA and M&E	\$4,371,912	\$748,630	\$517,541	\$1,266,171	\$3,105,741
CLIN 2 – Learning Assessment	\$2,261,506	\$204,597	\$73,191	\$277,789	\$1,983,717
CLIN 3- Capacity Building	\$1,092,828	\$90,067	\$76,718	\$166,785	\$926,043
CLIN 4-Technical Leadership	\$2,271,033	\$918,436	\$94,989	\$1,013,425	\$1,257,608
Total	\$9,997,279	\$1,961,731	\$762,439	\$2,724,170	\$7,273,109

Notes

Column A Budgeted Amount

Total Cumulative Expenses from Contract Start Date through end of previous

Column B Quarter

Column C Total Amount Spent and Accrued this Quarter (July- September,2016)

Column D Total Cumulative Amount Spent and Accrued through September 30, 2016

Column E Total Amount Remaining in Budget

8. LESSONS LEARNED

Collaborative planning and joint implementation is cost effective and useful for MoE, RSEB, and implementing partners. To this end, the joint effort among READ M&E, READ TA, and READ CO towards FCA has been found one of the lesson READ M&E learned during this quarter.

The core TWG meeting has reviewed and discussed READ M&E's last quarter report and the 2016/17 annual plan. Consequently, we learned the importance and requirement of planning research studies in consultation with the MOE and implementing partners.

9. PLANNED ACTIVITIES FOR NEXT QUARTER ICLUDING UPCOMING EVENTS

October-December 2016

Activity	Start date	End date	Details
FCA Protocol Development Workshop	12 October	14 October	Finalize criteria and protocol for the development of teaching materials for instruction, learning, and assessment
FCA training of facilitators	7 November	9 November	Deliver a two-day training for facilitators at Mekele
FCA Training for teachers Mekele	10 November	12 November	Deliver training for 154 Grade 1-4 MT teachers, cluster supervisors, and principals (Round I)
FCA training for teachers Mekele	17 November	19 November	Deliver training for 154 Grade 1-4 MT teachers, cluster supervisors, and principals (Round II)
FCA training for teachers Mekele	24 November	26 November	Deliver training for 154 Grade 1-4 MT teachers, cluster supervisors, and principals (Round III)
Literacy Days	26 October	27 October	Presentation of EGRA results
EGRA Research study	21 October	10 October	Submit proposal to USAID for feedback
EGRA Research study	1 November		Deliver Instruments
EGRA Research study	December		Data collection
ADA	31 October		Deliver report to USAID

ADA	26 October		Remedial plan of Action and Dialogue with IPS
ADA	End of November		Conduct remediation
Exposure visits	October	December	Plan, contract logistics, and engage MoE
TWG		31 October	Collection of data completed
TWG		November	Report submitted
READ CO Mid-term Evaluation		October	Format and design to USAID for approval
READ CO Mid-term Evaluation		TBD	Data collection

10. HOW IMPLEMENTING PARTNER HAS ADDRESSED A/COR COMMENTS FROM THE LAST QUARTERLY OR ANNUAL REPORT

No issues were raised

II. ANNEXES

II.1 Annex: Distribution of the participants by institution and gender.

Institution/Participants		M	F	Total
Read M&E		5	3	8
READ TA		3	-	3
READ-CO		4	2	6
RSEBs	Tigray	1	-	1
	Amhara	-	1	1
	Total RSEBs	1	1	2
CTEs	Gondar	-	1	1
	Assela	1	-	1
	Adwa	1	-	1
	Total CTEs	2	1	3
Teachers	Tigray	-	8	8
	Oromia	1	7	8
	Amhara	-	8	8
	Total Teachers	1	23	24
MoE	Planning	2	-	2
	Curriculum	2	-	2
	Mother tongue	1	1	2
	NEAEA	4	-	4
	Total MoE	9	1	10

	Ground Total	25	31	56
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11.2 Annex: FCA Material Development Workshop Overview Agenda

- AIR READ M&E FCA: Material Development Workshop**
- July 18-22, 2016: Bishoftu**

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:30	<ul style="list-style-type: none"> Registration Opening remarks & Introductions 	KWL Review of 1st day-	KWL Review of 2nd day-	KWL Review of 3rd day-	Reflection
9:30-9:45	Getting to know our group activity	Understanding FCA in the Mother Tongue Curriculum and Teachers Guide	Word walls, Pocket charts, Word files, Machine words, and Games	Assessment recording student progress	Additional Considerations for FCA
9:45-10:30	Accessing prior knowledge About FCA				
10:30-11:00 TEA					
11:00-12:30	<ul style="list-style-type: none"> Why do we need to do Formative Continuous Assessment? EGRA results (2014) 	Continued-Understanding FCA ...	Continued-Word walls, ...	Continued-Assessment recording student progress	Additional Consideration for FCA
12:30-2:00 LUNCH					
2:00-2:45	FCA Needs Assessment Findings	Flashcards for grades 1 & 2 Graphic organizers and charts for grades 3&4	Reading and Writing	Continued-Assessment recording student progress	<ul style="list-style-type: none"> Concluding and closing remarks The way forward
2:45-3:30	How is assessment done in your classroom?				
3:30-4:00 TEA					
4:00-4:45	groups report	Continued-Flashcards ...	Continued-Reading and Writing	Continued-Assessment recording	Logistics and administration issues

4:45-5:15	<ul style="list-style-type: none"> • Next steps: - Review agenda for the five days • Group formation • Answer participants questions or concerns 	Presentation to whole group	Continued-Reading and Writing	student progress	
5:15-5:30	EXIT CARD	Exit Card	Exit Cards	Exit Cards	

Annex C: FCA^[A1] Needs Assessment Background Presentation

Annex D: TWG PowerPoint